**METHOD 4:** Offer Choices of Learning Context

- By giving students a choice in their learning context, it creates an advantageous opportunity for them in learning those contexts. Some students prefer in-class assignments, some prefer homework, some prefer small or large group work, etc.

-Giving students a selection of materials to choose from, each varying in structure, leads to offering ALL students, and appropriate learning context.

**METHOD 3:** Offer a Choice of Rewards

- Motivate students with external rewards and punishments: grades, concrete rewards (stickers, money, etc.), increased/decreased privileges (recess, field trips, etc.), and social awards like affection and attention.

-This method does have two problems however:

1- What is and what is not a reward? Fear of punishment/failure makes some kids work hard, and discourages others.

2- External rewards can be inappropriate or ineffective in motivating learning over the long term.

**METHOD 1:** Offer Choices of Content and Tools

-Giving students content and tools can increase their desire in learning certain subjects.

- Having the choice of content and tools also makes it more likely that a student will put in extra time practicing, giving them automatization.

\*\*\*\*Employment and competence fuel students’ motivation to learn\*\*\*\*

**METHOD 2:** Provide Adjustable Levels of Challenge

- Every student has different comfort zones; level of difficulty, challenge, and frustration optimal for them. It is important for teachers to continually adjust the challenge amongst and for their class in order to keep the class engaged in what they are learning.

- By adjusting the level of challenge amongst the class, you are also giving students a chance to set realistic goals and challenges for themselves.

Giving students the flexibility to pursue their interests is a successful teaching technique that can be achieved while also getting across your learning objectives as a teacher.

Designing Instruction to Support Affective Learning